



**“Poorly written applications
are likely to doom
candidates’ chances for
employment.”**

National Commission on Writing
2005

College Board National Commission on Writing

Whether it’s an e-mail memo or a
complex report, fully one-third of the
U.S. workforce does not meet the
minimum requirements of the jobs
they currently hold.

**Writing remediation costs
American businesses as
much as \$3.1 billion
annually.**

TOP SIX WRITING PROBLEMS

- ♦ Accuracy
- ♦ Clarity
- ♦ Spelling
- ♦ Punctuation
- ♦ Grammar
- ♦ Conciseness

Writing is not a frill for
the few, but an *essential*
skill for the many.

National Commission on Writing
2003

Why do Students Struggle with
Writing?

- ♦ Think quietly for a moment: Why do
YOU think students struggle with
writing?
- ♦ Make a list

Now...

- ♦ Cross off the ones over which you have no control.
- ♦ Circle the ones over which you can exert some influence.
- ♦ Put a STAR next to the ones over which you have direct control.

4th grade writing sample

I have spent almost my whole life with my grandma but most of the time I spent with my mom. When I was in second grade my Grandma and I went to Washington for her reunion and we saw my cousin Jessica and my other cousin Jackie. Then I remember going to Oklahoma and staying at an RV then we went to Texas to eat it was very hot!! Then finally we went to Obeclin. We were there two weeks and it rained the whole time.

4th grade writing sample

My favorite place to be is my grandparents house. The reason it is my favorite place is because every morning you can hear the birds chirping gracefully and the snow glistening below the shining sun. Every afternoon you can hear the clock ticking the same old tune and the blinding sun shining in from the huge glass windows. Then the ornary old cat laying peacefully in the chair and grandpa waiting for lunch to come. Grandma in the kitchen working like she's never going to be done. Then the night aproches and the day is gone and the birds quit singing that silly old song and the snow stops glistening and the sun goes behind the mountain and doesn't shine through the big glass windows. Grandpa goes to bed glad that he's been fed. Then Grandma sits down glad that the day is done and the ornary old cat goes out the door. His hunting has begun. Everybody is asleep and ready for the new day to begin.

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SEPTEMBER

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JANUARY

Points to Ponder When Assessing Writers

Remember that Learning is a Process

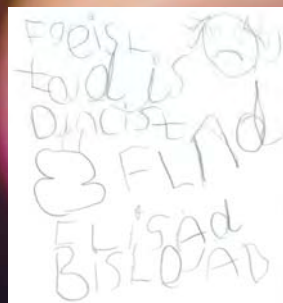




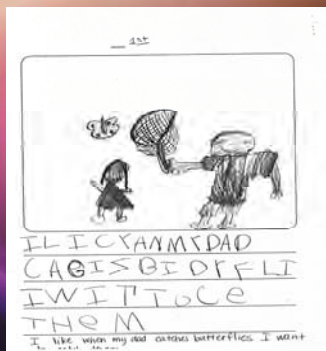
THE STAGES OF WRITING DEVELOPMENT



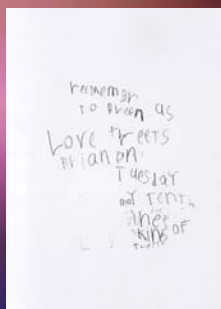
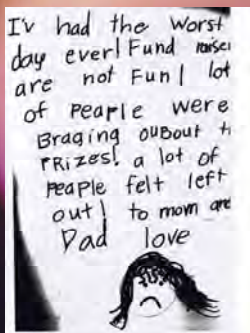
PREWRITING



EMERGENT



DEVELOPING



INDEPENDENT

I think everybody two
cars, should learn to ride
a bike. A bike with two wheels
that is I got my chance in
first grade. My dad, my sister
and I went to a soccer field
behind my school: Chapman.
My dad boosted me on to
my training wheelless
bicycle. He held the back of
my seat and ran with me for
a few paces and let go. I was
riding!! I was riding. Yay
myself on a two wheeler!
But then I fell down. As I
got up on my bike my sole
I should pedal when I ride.
In the next half an hour I
could stay balanced.

pedalling. Then my dad told
me to try and steer. I went
ahead and steered right into the
ground. The next few weeks
were smothered in blood, scabs,
bruises and band-aids. But at
the end, triumph. I could ride
a two wheeler.

The End



Provide Daily Sustained Time
to Write and Confer




Writing requires a daily commitment.


-Regie Routman

Donald Graves

"If we don't teach writing at least four days a week for at least forty-five minutes, we shouldn't bother to teach it at all."



National Writing Commission





Recommends that schools double the amount of time spent writing at every grade level.


Structure of Writer's Workshop

- ♦ MINI-LESSON
- ♦ INDEPENDENT WRITING TIME
- ♦ MID-WORKSHOP TEACHING POINT
- ♦ CONFERRING
- ♦ WHOLE-CLASS SHARE


Don't Underestimate the Power of Encouragement

Vicki Spandell in Creating Writers:



Gentle, gradual encouragement is among the most effective of all teaching strategies.



We have more or less abandoned this approach in much of our formal instruction, but most of us, if we think about it, instinctively know the power of a teacher who believes absolutely in our capability.

Structure of Writer's Workshop

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CONFERRING



- ✓ Short and Focused
- ✓ Student-oriented so that the writer does most of the talking
- ✓ An opportunity to work on *one* writer's problem, not the world of writing.

WHY HAVE A CONFERENCE?

- ♦ To celebrate
- ♦ To validate
- ♦ To encourage
- ♦ To nudge
- ♦ To teach
- ♦ To assess
- ♦ To set goals

Regie Routman

One of the best examples of good teaching I have ever encountered was with a golf professional. On my first lesson he said, "Here is a bucket of balls...hit 'em." A few minutes later, he wandered back and quietly said, "Keep hitting them, only this time keep your head down, eye on the ball." By the next bucket of balls, he had introduced one more skill for the day...no more. Before a few weeks were out, he had quietly attended to my feet, grip, shoulder level, and follow through. A few years later, I realized with a start that every single one of my problems was visible on the first lesson. If he had attended to all of them that first day, I would probably have missed the ball completely and resigned in disgust from every playing golf again.

Donald Graves Writing: Teachers and Children at Work

Teaching Tips for Conferring and Evaluating Regie Routman

- ♦ Always focus first on what the writer has done well.
- ♦ For the first reading, don't look at the child's paper.
- ♦ Put your pen or pencil aside.
- ♦ Consider how much support the child will require.
- ♦ Watch your language of response.

CONFERENCE RECORD

Child's Name: _____			
Date	Research/ Compliment	Teaching Point	What is next?
	<i>What Strategies did I notice the child using independently?</i>	<i>What's the strategy I taught the child in today's conference?</i>	<i>What strategies could I teach the child in the future?</i>

Created by April Willard

CONFERENCE RECORD SHEET

I am working on...	I can...

I've Assessed... now what??



Name Corsin, Tion
Quit

I'm talking Stop

I'm talking abandon

I'm talking leave
retreat go off

I'm talking skip
cut halt
desist

I'm talking quit !!!

Name Rachal, Monica
Hit

I'm talking strike

I'm talking blow

I'm talking smack
whack slap

I'm talking wallop
lobber smash
punch

I'm talking hit !!!

Unit - Sentence Fluency

Directions: Read the passage.

When the first settlers came to the United States, they were not used to the cold weather. They had to learn to live in the cold.

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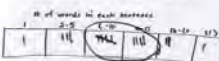
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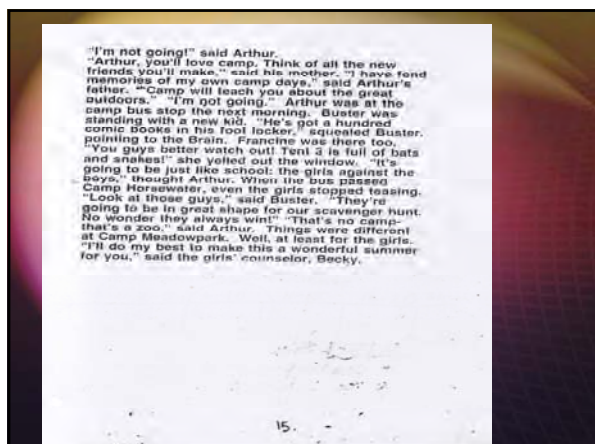
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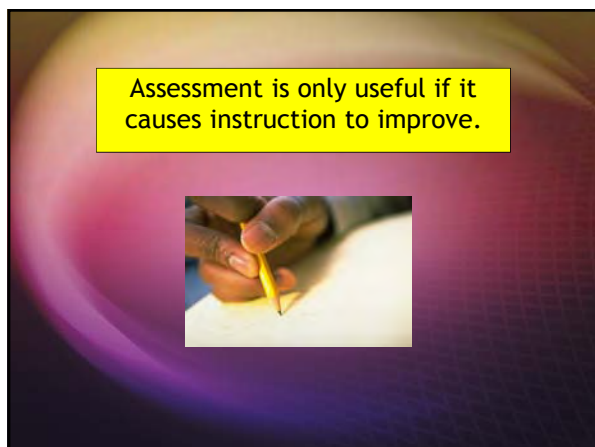
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List three words in each sentence. Add a body mark if word is repeated.

Finally
The first settlers came to the United States.





Assessment is only useful if it causes instruction to improve.
